



**GUIDELINES FOR LANGUAGE USE  
WITHIN THE FIRST 30 DAYS OF INSTRUCTION  
IN A BILITERACY CLASSROOM  
2012-2013**

Upon **initial** admission in any of grades K – 12 to a school in the state of California, English Learners (ELs), including those who have been **approved for and placed in a Biliteracy instructional program**, must receive instruction provided “overwhelmingly in English” for the first 30 calendar days of their enrollment. While instruction must be overwhelmingly in English, it need not be exclusively. The following information provides district guidelines for language use in biliteracy classrooms.

A biliteracy instructional program provides students with immediate access to rich, engaging, academically rigorous, and comprehensible instruction that enables students to be successful from the first day of school. English instruction with the first 30 calendar days and throughout the school year needs to be meaningful, purposeful and connected to the overall goals of the biliteracy program: academic achievement demonstrated in both languages and high levels of proficiency in both languages.

In determining guidelines for the first 30 days of English instruction in a biliteracy classroom several factors were taken into consideration:

1. The desired outcomes for all instructional programs for English Learners.
2. The desired outcomes for district biliteracy programs.
3. Guidelines from the California Department of Education (CDE) and adherence to California Education (CA Ed) code requirements specific to alternative programs for English learners.

Additionally, beginning of the year screening assessments, the students’ English language proficiency level, and degree of transferability from Spanish to English should always guide and inform the instructional plan for students in a biliteracy program.

The following suggested overview of an instructional day for Kindergarten maintains adherence to CA Ed code and the need to provide the first **30-Day “Overwhelmingly English” Period**.

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<b>Content/Subject Matter</b>	<b>Language of Instruction</b>
<b>Focused English Language Development</b>	<b>English:</b> Teach/develop language forms & fluency in functional contexts, following a scope & sequence by proficiency level.
<b>Spanish to English Transfer</b>	<b>English:</b> Explicit & systematic instruction of English skills & concepts previously taught and practiced in Spanish.
<b>Language Arts</b>	<b>Spanish:</b> Begin introduction of foundational literacy skills, comprehension, and academic conversations. Frontload and build background knowledge for concepts to be transferred to English. <b>English:</b> Focus on oral language development, experiential activities that build background knowledge and academic vocabulary, build on concepts introduced in Spanish.
<b>Mathematics</b>	<b>Spanish:</b> Develop grade level number sense concepts, mathematical reasoning, and academic language. <b>English:</b> Use math routines to review grade level number sense concepts that have been introduced in Spanish.
<b>Science/Social Studies/Art/PE</b>	<b>English:</b> Frontload concepts in Spanish as necessary and utilize SDAIE strategies for comprehensible input and student engagement.

Please do not hesitate to contact the Office of Language Acquisition if you have questions or need further assistance.

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